DOCUMENT RESUME

ED 333 477 CS 212 926

TITLE	Newspaper in Education: A Guide for Weekly Newspapers.
INSTITUTION	American Newspaper Publishers Association Foundation, Washington, D.C.
SPONS AGENCY	National Newspaper Association, Washington, DC.; Southwest Regional Lab., Los Alamitos, CA.
PUB DATE	91
NOTE	31p.
AVAILABLE FROM	American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington DC 20041 ($10.00).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Class Activities; Elementary Secondary Education; Health Education; *Language Arts; *Mathematical Enrichment; *Newspapers; Safety; School Community Relationship; Science Instruction; *Social Studies
IDENTIFIERS	*Newspaper in Education Program; *Weekly Newspapers

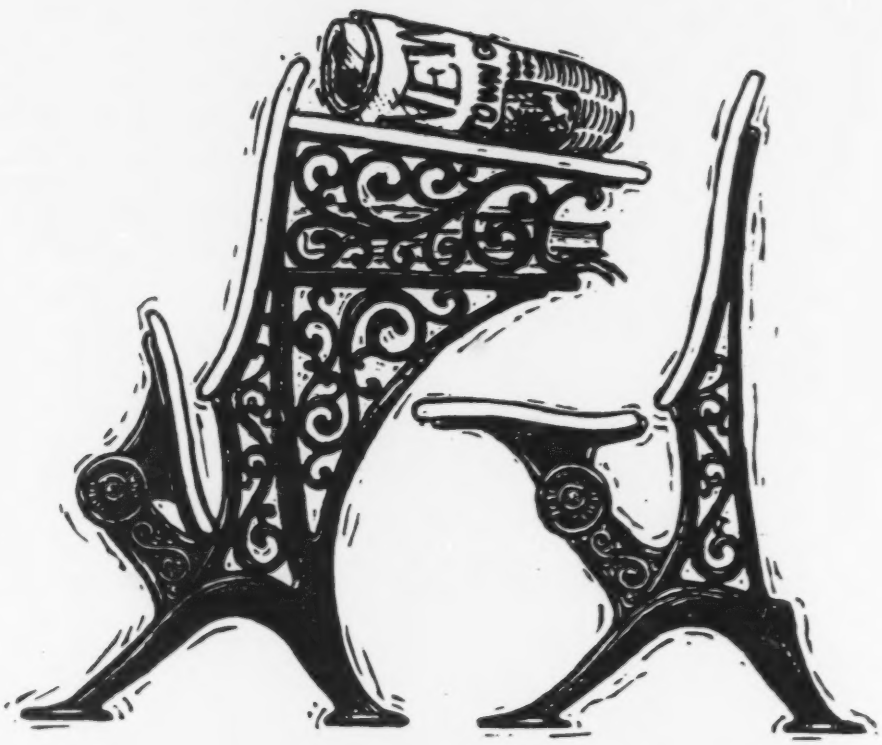
ABSTRACT

This guide presents activities which use local community newspapers in elementary and secondary classrooms in specific curriculum areas. Following a preface and introduction which describe the Newspaper in Education Program and the particular strengths of the weekly newspaper in the classroom, the guide briefly discusses (from the point of view of the publisher) how to get such a program started and how to budget for it. The guide then presents class activities in five sections: (1) About Your Newspaper; (2) Language Arts; (3) Social Studies; (4) Mathematics; and (5) Science, Health, and Safety. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333477

Newspaper in Education



A Guide for Weekly Newspapers

CS212926

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. Schabacker
Ruth Finn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Acknowledgements

Wisconsin Newspaper in Education Committee;
Stuart Kendall and Sharon Becker,
The Milwaukee Journal/Sentinel, Milwaukee, Wisconsin

Using the Community Newspaper in the Classroom;
John M. Lain,
Professor of Journalism (retired),
College of Communications
University of Tennessee, Knoxville, Tennessee

Published through a joint effort of the American Newspaper Publishers Association Foundation, the National Newspaper Association and the National Newspaper Foundation.

Table of Contents

	Page
Preface	3
Introduction	5
How to Get Started	6
Budgeting	7
Activities	
About Your Newspaper	9
Language Arts	
Elementary Activities	11
Secondary Activities	14
Social Studies	
Elementary Activities	16
Secondary Activities	19
Mathematics	
Elementary Activities	22
Secondary Activities	24
Science, Health and Safety	
Elementary Activities	26
Secondary Activities	27

The wording in the suggestions presented is, for the most part, addressed to the teacher. In some instances, however, suggestions are worded as they might be when presented to students.

The newspaper's greatest value in the classroom can be expected to develop from its use in specific curriculum areas. These uses are examined in the sections which follow.

Preface

Will the young people of today be newspaper readers tomorrow?

Yes, provided they know the newspaper offers them something they want and need, better than any other information source.

No, if they lack the skills and motivation to read a newspaper on a regular basis.

As the latter alternative gains frightening strength, newspaper managers are starting to look at young people with more concern and respect. The "total newspaper" concept now includes consideration of how to approach them as both present and future readers.

Newspapers know, because they've covered the story with some alarm, that reading scores have been dropping. Colleges are offering basic reading and writing courses to freshmen who should have learned such skills long ago.

That's not all on the educational front! Tests of social awareness show that young people don't know how their government works and are not familiar with people and issues in the news.

What is the Newspaper in Education Program?

Very simply, it is a cooperative effort of newspapers working with local schools to use the newspaper as a tool for instruction. Under the program, newspapers provide copies, usually at a reduced rate, to schools for use in their classrooms. They also sponsor teacher-education programs and offer curriculum materials to help schools use the newspaper as a meaningful resource for student learning.

Each Newspaper in Education (NIE) program differs according to the needs of the local educational community. Newspapers are used as learning tools in social studies, reading, language arts, math, science and many other areas throughout the curriculum. They may be used at any age level, including adult education. They find their way outside the classroom into other areas including homes for senior citizens, prisons and hospitals.

Introduction

For complete information there is no substitute for a newspaper. Television and radio can give the news quickly. Understanding of the news usually comes, however, with the longer, more thoughtful appraisal of facts and details found only in newspaper accounts.

Younger readers quickly learn that a newspaper is more than news. Its feature articles tell them of interesting persons and activities in the community. Advice columns may provide information of value. Advertisements serve as entertainment guides and provide style, price and utility information concerning items they are interested in buying.

Unlike the daily newspaper, the weekly newspaper provides a dimension of local news, and the opportunity to relate the student's own life, as well as the lives of family and neighbors, to classroom studies and activities. The strengths of the weekly newspaper are many and varied when placed in an educational setting.

What are some of the strengths of the weekly newspaper in the classroom?

- The weekly newspaper can, in most cases, offer more space to local school news, features and photos because of its relationship to the community.

- Content, being local, is less overwhelming to students. It covers their community, not the whole world. Community news is important to the functioning of the democracy because most citizen involvement occurs at the local level.

- Many community newspapers serve an area including only one or two school systems. A staff person at the newspaper gets to work closely with local educators.

- The community newspaper is geographically closer to its reading audience, and is easily accessible for plant tours by students.

- Local sports coverage is more detailed in weekly newspapers. Students know and relate to people in local athletics.
- The editor and staff of a weekly newspaper are usually more accessible to the public.
- A weekly newspaper can offer several days of lead time to plan, with the editorial staff, educational activities relating to the content of each issue.
- A combination of peak and slack days of activity on a community newspaper makes staff members more available as a resource.

The community newspaper, as we refer to it throughout this guide, are those newspapers which are not printed daily, rather once or several times weekly. Most of the suggestions made have already been well tested and found workable.

Sixth grade editorial staff at the Lamoni (IA) *Chronicle*, clockwise from cowboy boots: Editor-in-chief Cindy Stepenoff, Kristen Morrison, Carrie Combs, Amy Bunch, Kent Johnson and Kent Lawnsby.

BEST COPY AVAILABLE

How to get started

Before embarking on an NIE program, it is a good idea to contact ANPA Foundation for some of the free information they have available. Once you have some idea what you would like to do, the next step is to sell the idea to the schools.

In most states, publishers report a great deal of interest in NIE on the part of local educators. Depending on how the school system is set up in your state, you might want to contact:

- local reading teachers
- the school board
- a local superintendent or curriculum director
- any special committees of the school board specializing in reading skills
- state press association, to get any information they have
- other NIE coordinators or your statewide NIE committee

To get a relationship with teachers started, you may want to start simply by offering yourself as a speaker to classes. That way, you will get to know who you are dealing with.

When it comes to using the newspaper in the classroom, you may want to send teachers some ideas and examples. We have included a number of them in this brochure, and ANPA Foundation can supply more. Your local teachers are the experts on what will work and what won't.

The most important thing to remember, according to community newspaper publishers now involved in NIE, is to "start slow."

It is best to begin with programs that cost you little or nothing, and see what kind of response you get. Community involvement of teachers, local businesses and volunteers has been found to be a successful way to begin your NIE program.

Cooperation between your newspaper and the local school system is the key. Using ideas that have worked well in other communities is always a good route to take as you implement an NIE program in your community. ANPA Foundation can provide additional promotional ideas as you get started. The real strength of NIE at the community level is that each program is custom-made for the needs of the local schools.

Budgeting

Perphaps the most frequently asked questions about NIE at small newspapers have to do with budgeting. Below is a list of what weekly newspaper publishers are now doing in areas throughout the United States, and a sampling of costs.

Your own costs would vary depending on your press run, in some instances, and on the amount of financial help you can get from the school system and local businesses. The amount of staff time these programs take should also be an important consideration.

The first step in an NIE program is to get the newspaper into the schools. That cost will be your first consideration. Some publishers donate unsold copies of each issue to the schools. Others put a "recycling" box in local stores and ask readers to leave their newspapers there when they are finished with them. Local businesses may want to sponsor subscriptions for local schools.

Although the cost of getting your newspaper into the school may be offset if businesses sponsor programs, you may want to hire someone part-time to handle the program. It would take a month or better to get it off the ground. Your costs would depend on the wages in your area; we found $150 to $300 to be the approximate cost of starting a new NIE program.

If a school is willing to pay for subscriptions, remember that the ABC, CAC and VAC will only count newspapers for which you charge the schools at least half-price.

Teachers have to know what they can do with the newspapers before they can use them. Sending them some ideas, or sponsoring a seminar, is one way to get their interest. Free workshops are being offered in a number of states, but costs on independent workshops can go as high as $325 for two sessions.

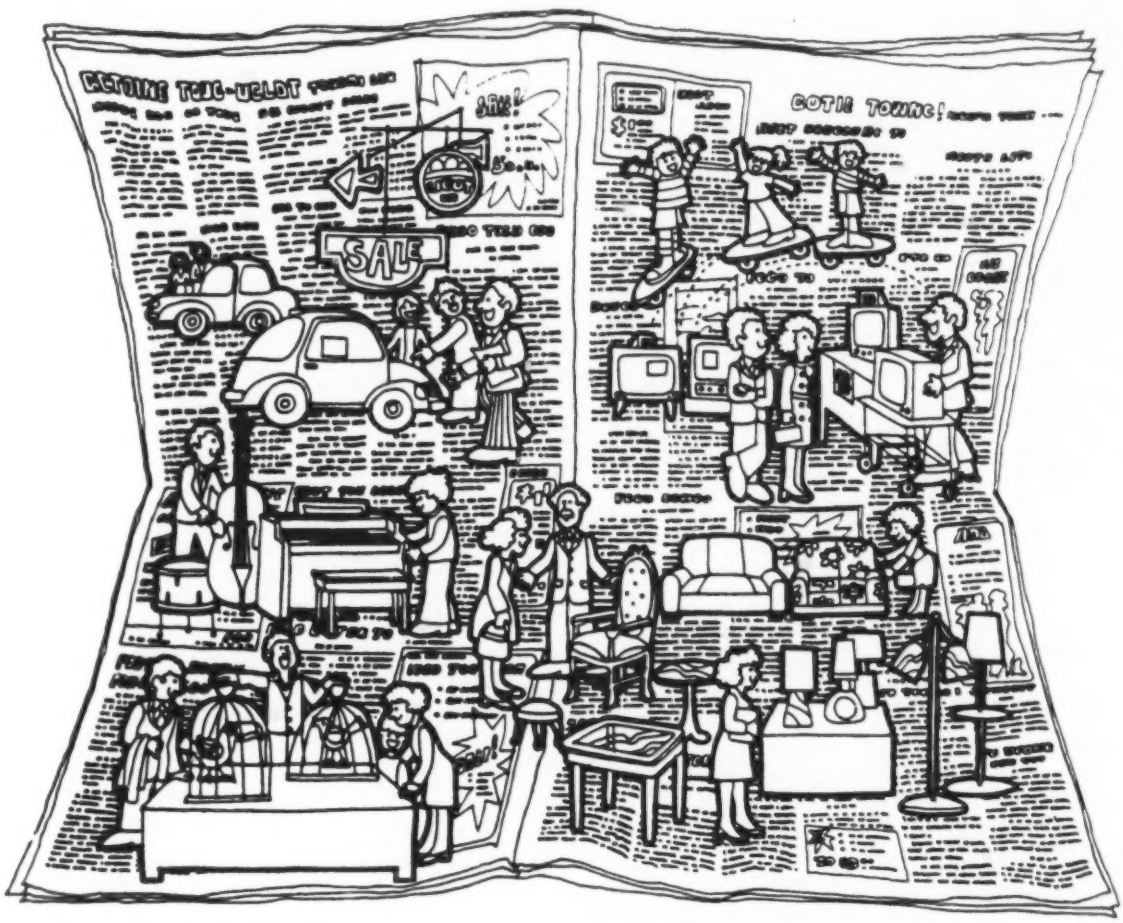
One Indiana weekly had a "design an ad" contest in which students worked on ads for a local merchant and the merchant chose the best one to run in the newspaper. The students were awarded a $50 savings bond.

There are a number of syndicated children's pages; about 50 weekly newspapers run the MINI PAGE, from Universal Press Syndicate. Prices on the MINI

PAGE for smaller newspapers (circulation below 10,000) run about $800 a year. The four-page tab can be reduced to one broadsheet page.

A full page of "kids news," which might include a calendar of events and writing by local students, would vary in cost depending on circulation and printing costs. For small weeklies, it ranges from $200 for a tab page to $400 for a broadsheet. One publisher started a "Top Senior Award," naming it after the founder of his newspaper and providing a framed certificate and promotion for the event. The winner was chosen by faculty members. Costs would include a few ads, the plaque, and announcement of the winner—about $80.

Add to that a program which includes sending week-old newspapers to the government class, helping out with the school newspaper, conducting tours of the newspaper, plus the development of a slide show for NIE Week and buying NIE packets for each principal, and the cost comes to about $500 a year.



BEST COPY AVAILABLE

Activities

About your newspaper

Your students can be expected to want to know much more about their newspaper than its name. How is it planned and produced? How many persons work for it? What are their jobs like? How is the news collected? Who decides what is to be printed? What equipment is used?

To help answer these and other questions, the following suggested guide will be useful. To add interest, a number of items have been left to be filled in by the students with information which they gather themselves or which you can provide. In other places questions are asked which students should attempt to answer. Possibly the publisher of your newspaper can provide you with printed copies of this information guide for student use. Some editing will be needed to adjust working with weekly or semi-weekly publications and other facets of the local situation.

THE NEWSPAPER _____ (name) _____.

The _____ (name of newspaper) _____ is now _____ years old. Its first issue was printed on _____, _____. It is published _____ times each week. Publication day(s) is/are _____. You can tell the age of the _____ (name of newspaper) _____ by the volume number found on Page 1 of each issue. If, for example, you find "Vol.80, No. 22," you know that the newspaper you are reading is now in its 81st year of publication. What does the No. 22 tell you?

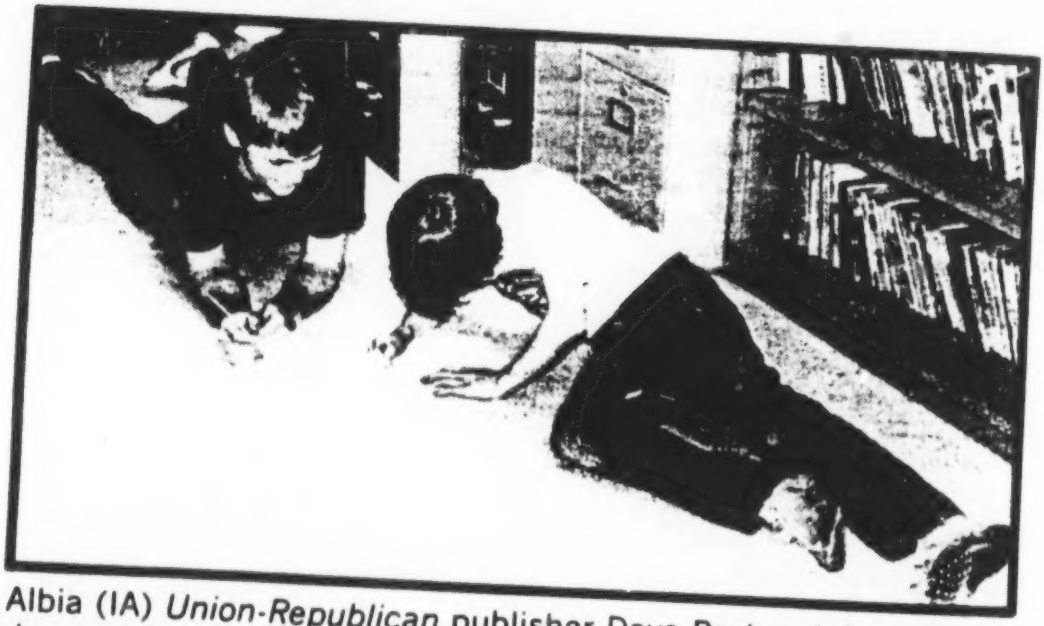
The person in charge of the management of most newspapers is usually called the publisher. Publisher of the _____ (name of newspaper) _____ is _____. Other persons, and their position, whose work is important to the newspaper are: news editor _____, reporter _____, sports editor _____, women's editor _____, advertising manager _____. In charge of typesetting (or composition) and printing is _____.

What do you know about the work each of these persons does?

The _____ (name of newspaper) has a circulation of _____. This means that number of copies of each issue is sold. The price per copy is _____ cents. If a reader pays in advance the paper is delivered by mail at a price of _____ for a year.

Without looking at what you have just read, or at the blank spaces you have filled in, see if you can answer the following questions:

1. A person who gathers information and writes news stories for a newspaper is called a _____.
2. The person in charge of all activities of a newspaper is its _____.
3. The _____ (name of newspaper) is _____ years old and is printed on _____ of each week.
4. The newspaper makes its money to pay salaries, buy paper and ink and meet other expenses from _____ and _____.
5. In charge of the newspaper's advertising is its _____.
6. A statement of opinion written by an editor and published in a newspaper is called an _____.
7. A newspapers right to publish news, opinions and other information is protected by an amendment to the United States Constitution. Which amendment is it that provides this protection? _____.
8. The paper on which a newspaper is printed is usually called newsprint. From what is newsprint made? _____.



Albia (IA) *Union-Republican* publisher Dave Paxton, left, spends a day as a 4th grader at Grant School.

BEST COPY AVAILABLE

Language Arts

Elementary activities:

1. From your newspaper, cut out the letters you would need to spell your first and last name. Paste them on a piece of paper.
2. Listen to the teacher read the information describing a picture and then tell the who, what, where, when, why and how.
3. Find all the words in headlines you can read in the newspaper and cut them out. Paste them on a piece of paper and practice reading them to the class.
4. Cut out all the letters in the alphabet and paste them to a piece of paper. Can you find a word that starts with each letter and cut them out of your newspaper?
5. In your newspaper, find and clip examples of a short and a long vowel sound for each of the five vowels. Glue them in your notebook.
6. Cut apart the words in three headlines and put them into alphabetical order.
7. Find as many words as you can in your newspaper that describe size and cut them out.
8. Look through the newspaper and cut out words that describe you. Paste them on a silhouette of yourself cut from your favorite part of the newspaper.
9. Select a newspaper article you like, and then circle all the different kinds of punctuation you find find in it.
10. In your newspaper, find 10 words that have double vowels, 10 that have double consonants and 10 that have blends.
11. In a feature story, underline as many nouns as you can find, and circle the action verbs.
12. Circle all the words on a page of the newspaper that have something to do with the sense of touch.
13. Make three columns on a piece of construction paper and label them as prefixes, suffixes and root words. Cut words out of the newspaper, and then cut them apart and paste them in their correct columns.
14. Find 10 plural words in the newspaper and cut them out. Paste them on a sheet of paper and write the root word next to each.
15. Divide all the headline words on the first page of your newspaper into syllables.
16. Find as many synonyms for the word "said" as you can and clip them from your newspaper. Glue them into your notebook.

17. Choose five different newspaper headlines and rewrite each into a complete sentence, making sure to use proper punctuation.

18. Have a spelling bee using words from the newspaper as the testing list.

19. Find a personal ad in the classified section of the newspaper and make up a story about the person who put it in the newspaper and why he or she did.

20. Look for as many compound words as you can and divide them into their parts.

21. Underline the main idea in a feature story and then outline the story.

22. Take a picture from the newspaper and remove the explanation beneath it. Write a creative story telling what you think could be going on in the picture.

23. Find a job in the classified ads, and conduct a job interview with a classmate.

24. After listening to your teacher read a news story out loud, list as many facts as you can remember.

25. In the classified ads, find an item for sale. Pretend you are that item and give a speech telling why you should be purchased.

26. Make a collage from newspaper pictures and words that show what different things happened in a book you read for class.

27. After reading a news article, draw a picture of what happened.

28. Make a poem, using only words you have found and cut out of the newspaper headlines. Glue them onto a piece of paper and illustrate your poem.

29. Find three examples of facts and three examples of opinions in your newspaper. Discuss how they are different and where you would generally find opinions.

30. Have a timed race through the newspaper to clip and paste as many pairs of homonyms as you can find.

31. Imagine that you are the main character in a news story. After reading the published account, tell your side of the story.

32. Keep a notebook of new and unfamiliar words that you find in your newspaper reading. Clip them out, paste them in your notebook, and write the definition next to each word.

33. Discuss the beginnings of news and feature stories. Have students look for each of the five Ws and the H, noting that they are usually found at the beginning of a news story and that the reader need read only a few sentences to know what the story is about and what its most important details are.

34. Students can assume that they are going to interview someone in the news and write out in advance the questions they think should be asked.

35. Each student can also write stories based on class and school events. Information for the stories can be obtained from interviews and from first-hand observation.

36. After gaining an understanding of news story writing style, students should look for other kinds of writing.

37. Make a list of at least 15 descriptive words you find in the advertisements. After compiling your list, write one or two paragraphs describing something. Use as many of the words as you can.

38. Locate 10 different abbreviations. What is an abbreviation? Clip these out of the newspaper and write out the word they represent.

39. Read a page of the newspaper and underline all the words and phrases which refer to time. Make a list of all the words and phrases you have found.

40. Clip 10 adjectives from the advertising section of the newspaper. Paste these onto your paper and beside each write one synonym and one antonym.

BEST COPY AVAILABLE

Secondary activities:

1. Find a news article written in past tense. Clip it out of the newspaper, and then rewrite it in present tense.
2. Find five different sets of antonyms in the newspaper. Clip them out and then check with a dictionary or thesaurus to doublecheck your answers.
3. Create, for the index of your newspaper, a sentence summary of five news and/or feature stories you think would be of special interest to readers.
4. Look for unfamiliar words in each week's newspaper. Make a list of them, and when you have 20 words, define them and make a crossword puzzle. Try submitting it to your community newspaper for publication.
5. Find newspaper pictures that illustrate moods. Clip them out of the newspaper and write a free verse poem, haiku or cinquain about each. You could also use the picture as the basis for a short story.
6. Write an obituary for the main character in your book, after reading the obituary column in your local newspaper. Try writing an epitaph for the character as well.
7. Find, keep and classify examples of figures of speech found in the newspaper. Make a poster illustrating your findings.
8. Do timed readings using newspaper articles.
9. Read the editorial(s) in each week's newspaper and keep them. Decide if the writer logically constructed the piece, or if it tends to be emotionally constructed. Classify the editorials as being explanatory, praiseworthy, critical, entertaining, persuasive or a combination.
10. Select a feature story from the newspaper and then compare and contrast it to the style of a short story.
11. For impromptu writing assignments, use the "pick-a-plot" method. Cut out names, places, dates (motives, weapons, situations and other items if needed), and put each grouping in a paper bag. Choose one of each, and use them as the basis for creating a short writing assignment.
12. Imagine you are the main character in the novel you are currently reading. As the character, place a classified ad, write a letter to the editor and submit a news story to the teacher.
13. Choose a news or feature photo and pretend that it's the year 2200. Try to explain the contents of the picture and what ideas it gives you about the society in the late 1900s.
14. In small groups, write two different television commercials based on a product advertised in the newspaper. For one of your commercials be sure to use the same persuasion technique used in the newspaper.
15. In a news story, draw arrows from all pronouns to their antecedents.

16. Choose an editorial and clip it out of the newspaper. Take a piece of paper and divide it into two columns, labelling one "fact" and the other "opinion." List the information from the editorial into the appropriate columns, and then compare your work against that of another student.

17. Find a news story, and then read it carefully, identifying the sentence types in it. Choose your answers from simple, compound, complex and compound/complex.

18. Find all the gerunds and participles in a particular sports story.

19. Using a straight news story, circle all the direct objects in blue, the indirect objects in red and the objects of prepositions in green.

20. Scan your newspaper and select three news articles and write new headlines for them. After doing this, write new leads for each, perhaps changing the emphasis from "when" to "who," and using a new grammatical approach.

21. Select a sports story that is of interest to you and rewrite active voice sentences into passive voice, and passive voice sentences into active voice.

22. On the front page of the newspaper, circle in red all forms of the verb "to be," and in blue, all forms of the verb "to have."

23. Occasionally newspaper headlines can accidentally (or on purpose) have dual meanings. Over the period of several weeks, clip any headlines which you feel could have more than one meaning, and discuss your reasons why.

24. Using editorials as your basis, set up a classroom debate team and discuss the pro and con side of the issue presented.

25. Find a feature article that is particularly well-suited for interpretative reading. After practicing it, present it to the class.

26. Find examples of several different ads in the newspaper that deal with the same product or service, such as grocery stores, restaurants or automobile repair shops. Compare and contrast the ads in terms of layout, prices, claims and the like. Choose the ad in each category that you prefer and state your reasons why.

27. Read an editorial and then try to write a one sentence summary of the author's view and feelings.

28. Have students select from the newspaper five articles with headlines that clearly present the main idea of the articles. Each student should use a different part of the newspaper. (For this reason several issues may be needed.) The student cuts the headlines from the articles, places all 10 pieces in an envelope and trades envelopes with another student. The reading task is to reunite each story or articles with its headline.

29. Students will note that most headlines give the main idea of the article and are in fact usually brief sentences with articles and connectives omitted. What words in the headline are left out which you might use if

you were telling the story? Why are they left out? Has omitting these words made the headline harder to understand?

30. Students might also be given stories and asked to write suitable headlines. They should be told to make their headlines as short as possible. These would then be compared with the originals.

31. News stories or editorials can be rewritten in shorter form.

32. Classified ads can be written for an item or service the student "wants" to sell, an item or service he or she wants to buy or for something to give away.

33. Students can write news or feature stories of their own about local or school events. They can then be instructed to make another copy, leaving out a prescribed part of speech. These can be exchanged, the blanks filled in, and then compared with the original.

34. Take four articles of three or four paragraphs each. Subtract verbs from one article, leaving underlined blanks. Subtract nouns from another, modifiers from the third, and articles from the fourth. Ask students to rewrite the articles by filling in each blank with a logical verb, modifier, noun or article. When student work is completed, distribute copies of the original articles. For discussion:
    - Which part of speech gives the most meaning to a sentence?
    - Which of the four articles was the hardest to reconstruct?

35. Students can write advertisements for school events.

36. Students can write letters to the editor on subjects of school or community concern; either practice letters or "for real."

37. Scan the front page of the newspaper and see how many phrases of attribution you find in the stories.

38. Turn to the sports section of the newspaper. Clip from the newspaper all the synonyms for "win" and "lose" you can find. Paste these onto a sheet of paper.

39. Find two examples of each of the four kinds of sentences: interrogative, declarative, exclamatory, imperative. Clip and paste onto your paper.

40. Find examples of editorials that are written to: inform the reader, interpret the news for the reader, entertain the reader, influence the reader.

Social Studies

Elementary activities:

1. Find examples in your newspaper of how people can get along with each other. Tell why it is important for people to get along.
2. Who works where? Find a picture of a building in the newspaper and tell what kind of jobs people could have who work in that building.
3. Use your whole newspaper to find pictures of, or stories about five people who have five different jobs. Paste each one on a piece of construction paper and then describe their jobs as best you can. Include any training you think they had and how much money they make.
4. Be artistic and make a collage of pictures from the newspaper of different kinds of jobs. Include words and advertisements.
5. In your newspaper cut out all the things you would like to buy, and then add up the cost of all those things. Now decide how many of those things you could really afford.
6. Go through your newspaper and cut out words and pictures that describe life in your town as you see it. Make a collage and display it in your classroom.
7. Look for a map in the newspaper and discuss why it was included. Read the key to the map, and then compare it to other maps in your classroom atlas.
8. Every week clip the main headline on page one out of your newspaper, and pin it to the bulletin board. At the end of the school year read the headlines and discuss how your community has changed, and what the important things were that happened. Did you find any stories that were the main news event for more than one week?
9. Establish a calendar of future local events, and then collect the stories about those happenings after they occurred. Did anything unusual or funny happen?
10. Look through your newspaper for different kinds of transportation, and discuss how transportation has been changing throughout history. What kinds of transportation have you used and where did you go?
11. What product or service is your community best known for? Find examples of it in your newspaper and mount the examples on the bulletin board.
12. Select a community problem to study for a period of time making use of all parts of your newspaper, from news stories to editorials. Watch how the issue develops each week, the location it receives in the newspaper and why it got to that part of the newspaper. Was the issue resolved? If so, how? If not, discuss ways it could be cleared up.

13. Have a race through the newspaper to find as many geographical words as you can, like "hill," "river," "lake," "plateau," and the like. Find examples of as many of them as you can on a map of your state.

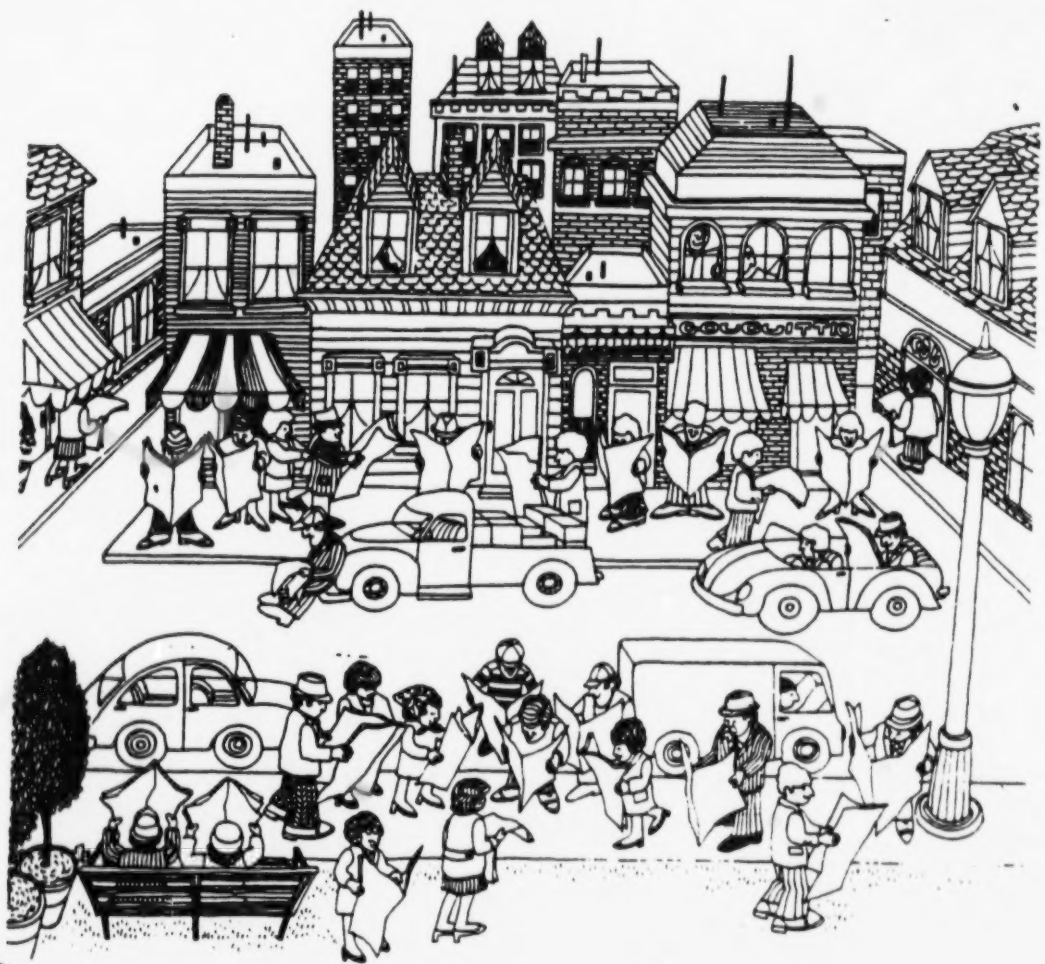
14. Pretend you are a famous person in history, like George Washington or Betsy Ross. Be prepared to answer the questions the rest of your classmates, who will be reporters, will ask you.

15. How many different careers can you find mentioned in the news? What preparation do you think was needed for each of them?

16. Choose one page from the newspaper, and then think about how many different jobs are involved in creating that one page. List them.

17. Write letters to the editors of other community newspapers in your state and ask for a copy of a particular week's newspaper. Study the differences and similarties between the newspapers themselves, and then compare the communities. Which newspaper do you like the best, and why?

18. Does your newspaper tell enough about police activities? What, in your opinion, are the most important police duties? What is your attitude toward police? Do you have a more favorable or a less favorable opinion of police then you did when you began this study?



BEST COPY AVAILABLE

Secondary activities:

1. Over a period of several weeks, clip articles that deal with problems and/or issues facing your local or county government. Discuss the reasons for these problems, and how the government hopes to solve them.
2. Create a bulletin board for your classroom concerned with the men and women holding positions in your local government. Clip newspaper pictures of school board members, the city, town or village leaders and any others you feel should be included.
3. Is freedom of the press important? After reading your newspaper for several weeks write a report on whether or not you feel freedom of the press is a vital need in our society.
4. Study the Constitution and Bill of Rights and become familiar with what we as Americans have guaranteed under these documents. Go through your newspaper and find as many examples of each of these rights as you can, either being upheld or not.
5. Discuss newspaper advertising and its effect on the consumers who see it. Find what you consider to be a "good" newspaper ad and explain your reasons.
6. Define the persuasion techniques used in advertising, and then find an example of each in your newspaper. Discuss the ads and see which ad the class likes most, which is least-liked and why.
7. Carefully read through the classified advertising help wanted section. What jobs seem to have more openings? Why? Do they require comparable skills and education and offer similar opportunities?
8. Gather newspapers from all over the United States and compare the classified ads of jobs available and wages given, the housing market situation and tell from the newspaper sections why you might or might not like to live in that city or state.
9. Every week, check through the job listings and put a red X through those jobs that could not be filled by a high school dropout. Put a black X through those that could be filled only by a person with technical school or college training. Discuss your findings.
10. Check the salary levels for unskilled workers in your newspaper's want ads, and compare the salaries to those for skilled laborers or professional positions. What are the differences, and why?
11. Choose an editorial and read it carefully. Decide which statements or parts of statements are fact and which are opinion, and whether or not the tone of the editorial is conservative or liberal. Watch for upcoming issues to see if there is any reaction to the editorial in the letters to the editor column.

12. Define productivity, and find examples of it in your newspaper as related to agriculture, industry and retail sales.

13. From your newspaper, clip several advertisements for basic goods. Go to the newspaper office or library to look up back issues for three, five and 10 years ago. What has the inflation rate been for these products?

14. Construct timelines of the school year using the main headline on page one, the sports page and any other favorite section you have. Group them around the room and at the end of the school year discuss the history of your community and the changes experienced.

15. From your history book, choose an historic event and report it, using the inverted pyramid style of writing.

16. Study the role of the newspaper during colonial America, Civil War times, during the two world wars, Korea and Vietnam wars.

17. Follow "crime" in your local area and try to determine the cycles of criminal activity. What is the cost to the community? When criminals are apprehended, how are they dealt with? What is the "crime rate"? Are all crimes reported in your newspaper?

18. Students should find stories which describe community problems and discuss how these problems affect their own lives. Is there anything we can do to help with these problems?

19. Geographical references in any news or feature story will add reality to the study of geography. Travels of local persons and visitors from other countries are frequently noted in newspapers. Newspaper reading should also increase knowledge of local geography. A good classroom map of the local area should be regarded as essential.

20. Environmental concerns make news. Sewage disposal, air and water pollution problems, and controversies surrounding them are likely to be important items. Among other activities: a debate based on facts discovered in news stories.

21. Pretend you are living in a society in which there are no newspapers. Make a list of all the functions provided by the newspaper.

22. Find a newspaper article that is about each of the following: a city government meeting, a press conference, a disaster or unexpected happening and a story about the schools.

23. A news story mention of state legislators and of the U.S. congressman representing the school area can be used to develop an understanding of your state and the United States' government.

24. List the ways in which persons named in the news are identified. How many ways do you find in which people of your county earn their living? Add to this list your own knowledge of the work that residents of the county do.

25. Clip pictures or news items from the newspaper to illustrate the various ways our tax money is spent.

26. Students will read about local aspects of the "energy crisis." They should look for news stories and advertising which seem related to energy problems. Some discussion topics:
    - What would our lives be like now if we did not have gasoline, fuel oil, natural gas, coal?
    - If we did not have these fuels, what would be our energy sources?
    - In what ways are our lives now being changed by real or threatened energy shortages?

27. During election years the local election process can be read about and studied in detail.
    - When are elections held?
    - How are the candidates chosen?
    - The work of each office for which there is a candiddate can be reported on by a student. In what ways can each office affect your life?
    - Who can vote in an election? Should everyone eligible to vote do so?
    - How do voters decide for whom to vote?
    - What is a political party? Is it as important in city and county elections as it is in state and national elections? If not, why not?
    - What is a majority? A plurality?

28. Students can read the classified section help wanted advertising and decide what kinds of work may be available to them when they are a few years older. Some questions:
    - In what other ways do people find work?
    - What kinds of work do you want to do when you are grown?
    - How do you prepare for the kind of work or job you want?

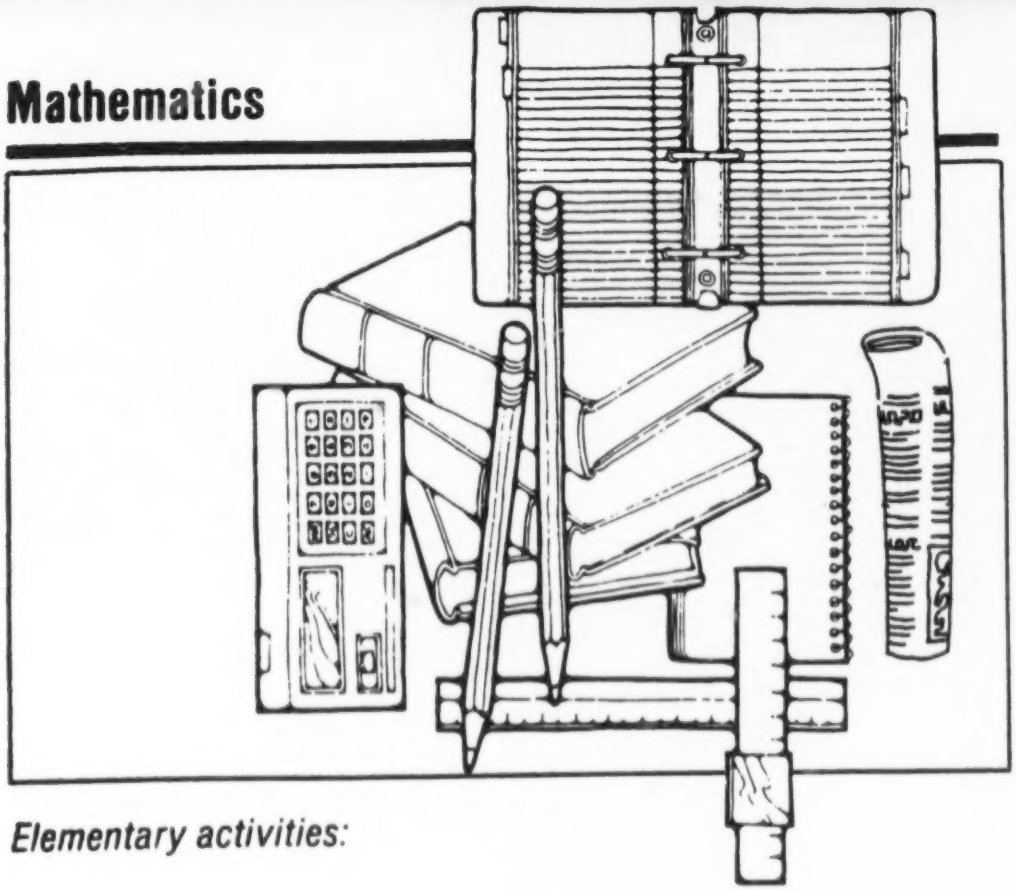
29. Although many budget decisions are made during summer months, it is possible that some stories concerned with budgets will be published during the school year. City or county budgets can be examined in a number of ways in addition to their mathematical analysis.

30. Students can study the role of the police in their county and city. They should decide objectively if police are needed and become aware of what police do in addition to arresting traffic law violators and suspected criminals. In addition to keeping clippings showing police activities over a period of several weeks, they may want to interview one or more members of the local police force. Two or three students may be assigned to do the interviewing.

31. A writing assignment can be developed from such an interview. The interviewers will report their findings to other class members who can take notes, ask questions, and then write their own reports.

32. In many schools little attention is paid to local history. This is largely the result of a lack of text materials. The newspaper will frequently supply some of these materials. Many newspapers publish five, 10, 25 and 50 years ago columns. Reading these should develop an awareness on the part of students that their community does have an interesting history. Editors should be encouraged to select items with student interests and needs in mind.

Mathematics



Elementary activities:

1. How many pictures of happy people can you find in the newspaper? How many sad people? Cut them out and paste them on a sheet of paper and try to tell why you think the people are happy or sad.
2. Count the number of pictures in this week's edition of the newspaper.
3. Look for numbers that are the same size and clip them out of your newspaper. Cut a piece of paper into a circle and glue numbers to it to make a clock face. Make hands out of black paper and practice telling time.
4. Look through your newspaper to find the following shapes: squares, circles, rectangles, triangles, ovals and cylinders. Take a magic marker or crayon and trace over them.
5. Lucky you! You were just given $100.00 to spend on 10 things you would like to have. Take your newspaper and circle the 10 things you would like to buy, but remember, you can't spend more than $100.00.
6. Look through the food ads in your newspaper and find something that is selling by the pound. How much would it cost if you bought three pounds? Seven pounds? One-half of a pound?
7. Circle all the numbers on the first page of the sports section and add them.

8. In your newspaper, find 10 different ways numbers have been used. Cut them out and paste them on a sheet of paper. Label each of them according to how they were used.

9. Look in the classified advertising section of your newspaper and find the land for sale column. What is the cost for a single acre of land, such as rural lots or farm acreage?

10. Use newspaper ads to create your own word problems. Each week give a quiz of these student-created word problems.

11. How much would it cost you if you bought everything shown in the display ads? Each class member should take one page of the newspaper and add up the amount of money necessary to purchase everything on that page. Add all the page amounts to get the total.

12. Go through your newspaper each week to find examples of different kinds of graphs and charts. Label what kind they are and what purpose they had in your newspaper.

13. You have been given $30 to feed yourself for a week. Look at the food ads in your newspaper and "shop" for your food. Make meal plans of balanced meals for that week.

14. Find a recipe in the newspaper that sounds particularly good to you. Now cut the ingredients in half. How many people could you serve? If you needed to double the ingredients in the original recipe, how much of each item would you need?

15. In the classified ads column, find a job that lists an annual salary. Compute the dollar amount that job would pay per month, per week, per day and per hour.

16. Each week for four weeks, do the following activity to understand your newspaper's contents better: measure in inches all the local news, feature material, editorials, photographs, advertisements, sports, artwork, obituaries and miscellaneous. Which category had the most inches each week? For the month?

17. For six weeks measure, in column inches, the amount of space given to the reporting of boys'/men's sports and girls'/women's sports. Make a graph of the results each week and at the end of the six week period analyze your findings.

18. Look for a display advertisement about a sale. What is the difference between the regular and sale price of a particular item? What is the percentage difference?

19. Choose 10 newspaper display ads and photographs. Figure out the perimeter and area of each of them.

20. Cut out advertisements or pictures from the newspaper that show the use of math. For example: a pair of shoes, sizes require the use of math.

Secondary activities:

1. Check your local newspaper to learn the cost of a classified advertisement, and then determine the cost of different sized ads in that section. Write an ad that you would like to place in the newspaper and figure out how much it would cost you to do so.
2. Using a ruler figure out the percentage of space on a given page for ads, pictures, stories and headlines.
3. On the front page of your newspaper, circle all the numbers you can find and give the range. Determine also the mean, median and mode.
4. Find a recipe you like in the newspaper and then go to the food advertisements and figure the approximate cost of the recipe's ingredients.
5. Look for examples in the newspaper of items that could illustrate the concept of congruence and explain your reasoning.
6. Determine the ratio of sales job to factory jobs in the classified ads.
7. Using the marriage announcements calculate the average age of marriage for both men and women. Do this over a period of at least six weeks.
8. Newspaper photographs are not always the same size as the size that shows up in your newspaper. Reduce and enlarge the pictures according to the specification you desire.
9. Read your newspaper's birth announcements and obituaries. Figure out the ratio of births to deaths, and the ratio of births of boys to girls.
10. Using the classified ads find the average prices of similar recreational vehicles such as boats, snowmobiles, motorcycles, camper/trailers and the like.
11. Locate sentences or paragraphs in news stories which could be rewritten in the "if . . . then" formula.
12. Black out the actual costs of items in several display ads and have students estimate the costs of the products or services shown.
13. Look for and identify in your newspaper examples of perpendicular, parallel and intersecting lines.
14. In the classified ads find 10 used cars for sale where mileage is given. Change the miles to kilometers. With those same 10 used car ads, figure out the average price and average model year.
15. In your newspaper, find and circle words that illustrate the concepts of size, location, time, quantity, value and money.
16. Figure out the square footage in your classroom for the following: the floor, walls, ceiling and windows. Using the newspaper, find ads for paint, carpet or tile and draperies and determine the amount of each you would need and how much it would cost.

17. Write an editorial stating why you believe the United States should or should not change to the metric system.

18. Choose a recipe in your newspaper and convert all the measurements into metric.

19. Research the monetary unit of a foreign country, and then change the prices in 10 display ads in your newspaper into the foreign currency.

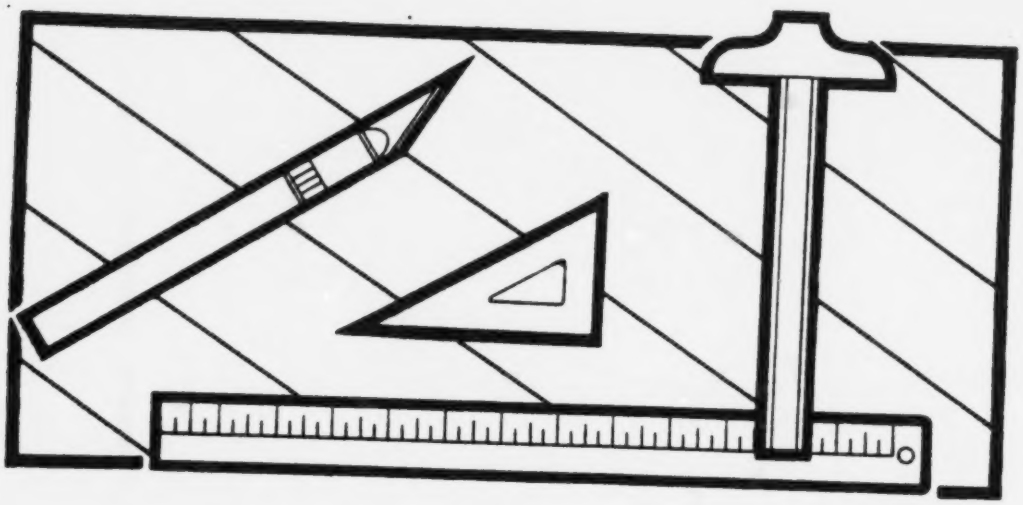
20. Look for a grocery ad with a soft drink advertisement. Figure how many fluid ounces are in the eight-bottle carton or six pack, and break it down into pints, quarts, gallons and liters.

21. Collect newspaper advertisements that encourage savings. Put these onto your paper. Answer the following questions:
    - What ads encourage savings?
    - How do the ads encourage savings?
    - What ads only appear to encourage savings?
    - What are some of the hidden costs?

22. Select three apartments listed in the classified ads for rent. Do the following for each of the apartments you have chosen:
    - Compute the total rent for a year for each of the apartments.
    - Determine the average monthly rent based on the three apartments you have chosen.
    - Which of the three apartments you have chosen appears to be the better choice for the money and why?

23. Your newspaper will publish school athletic league standings, showing games won and lost and percentages for each team. The accuracy of the percentage figures can be checked by the students.

24. Your newspaper will probably publish a summary of the previous week's weather. What was the average high temperature? The average low temperature? If the termperatures were given only in Fahrenheit, convert to Celsius. What was the high Celsius reading? The lowest Celsius reading? What was the precipitation in centimeters?



Science, Health & Safety

Elementary activities:

1. Many things around the home need electricity to work. Go through your newspaper and find as many things as you can that need electricity. How many did you find? How many of them do you have in your house?
2. Have a safety lesson and go through the newspaper and clip 10 things that can be dangerous if used incorrectly, like knives, spray cans, tools and the like.
3. Make collages of wild animals and tame animals or pets using newspaper pictures and headline words.
4. Cut out newspaper pictures of different things you might be studying, like rivers, clouds, lakes and tornadoes. Mount them on paper and label them.
5. For your classroom bulletin board make a display of things you find in the newspaper that can cause water, air and noise pollution.
6. Why are weather reports important? Read articles about weather and tell how the weather is important to children, farmers, firefighters and others.
7. Find an article about fire. List three ways fire can be useful and three ways it can be harmful.
8. Read articles about home fires as they appear in your local newspaper. Discuss the causes of the fires and whether or not anyone was killed or injured. What preventive measures could have been taken to avoid the fires?
9. Look for tips on how to take good care of pets and make a scrapbook of your information.
10. Make a poster about good dental care using words and pictures from the newspaper. Talk about why good dental care is important.
11. Find stories about accidents and write safety tips on how they could have been prevented. Write a skit to demonstrate your safety tips to the rest of the class.
12. Pretend you are living 200 years from now. What has happened to the world because of all the pollution in the 1900s? Write a news story telling about this future world.
13. Keep a notebook of any words about science with which you are unfamiliar. Write a definition next to each one.
14. Be on the watch for newspaper articles discussing the impact of hunting and fishing seasons on the wildlife near your community.
15. Design on paper a machine that you think would be helpful in saving energy. Write a news story that could appear in your local newspaper telling about your invention and why it is important.

Secondary activities:

1. Using your newspaper, collect product and service advertisements of things that were not available 30 years ago. Discuss the scientific advancements that have made these new products and services available to the public.
2. Clip pictures of animals and plants from the newspaper and on large sheets of paper, glue them into their species categories.
3. Study the periodic chart of the elements and then take a red magic marker and mark the appropriate chemical symbols on articles, ads and anything else that mentions an element.
4. Find articles in your local newspaper that discuss water and/or air pollution and discuss the causes and possible remedies. Write a science fiction story telling how life could be in another 100 years if the pollution problem isn't solved soon.
5. Using the same articles as for the above activity, have a panel discussion on pollution and its effects.
6. Keep a collection of newspaper articles and pictures over the period of a semester that discuss a local health problem, litter control, water fluoridation, flooding, pollution or something similar.
7. Find articles about potentially dangerous household substances, such as bathroom cleaners, drain openers, over-the-counter medications and the like. Make a chart of them, classify each substance as being acid or base and list the antidote needed if an accidental ingestion or overdose occurred.
8. Make a bulletin board of community health services offered in your town, such as rehabilitation centers, poison control centers or Alcoholics Anonymous.
9. Draw a map of your county. During the semester look for articles about any type of conservation matters occurring in your county and clip them out of your newspaper. Pin your map on the bulletin board and have the articles surrounding it. With colored yarn, attach the articles to their locations around the county.
10. Design a newspaper advertisement for a health care agency to run in your local newspapers, such as the Heart Association, March of Dimes, American Cancer Society or the Blood Center.
11. Research the area of drugs, tobacco or alcohol, and write an article that informs the local readers of the dangers of one of the substances.
12. Look in the classified ads to find job listings for the medical/health professions. What is the median pay range? Job requirements? Educational requirements? Benefits? Opportunities for advancement?

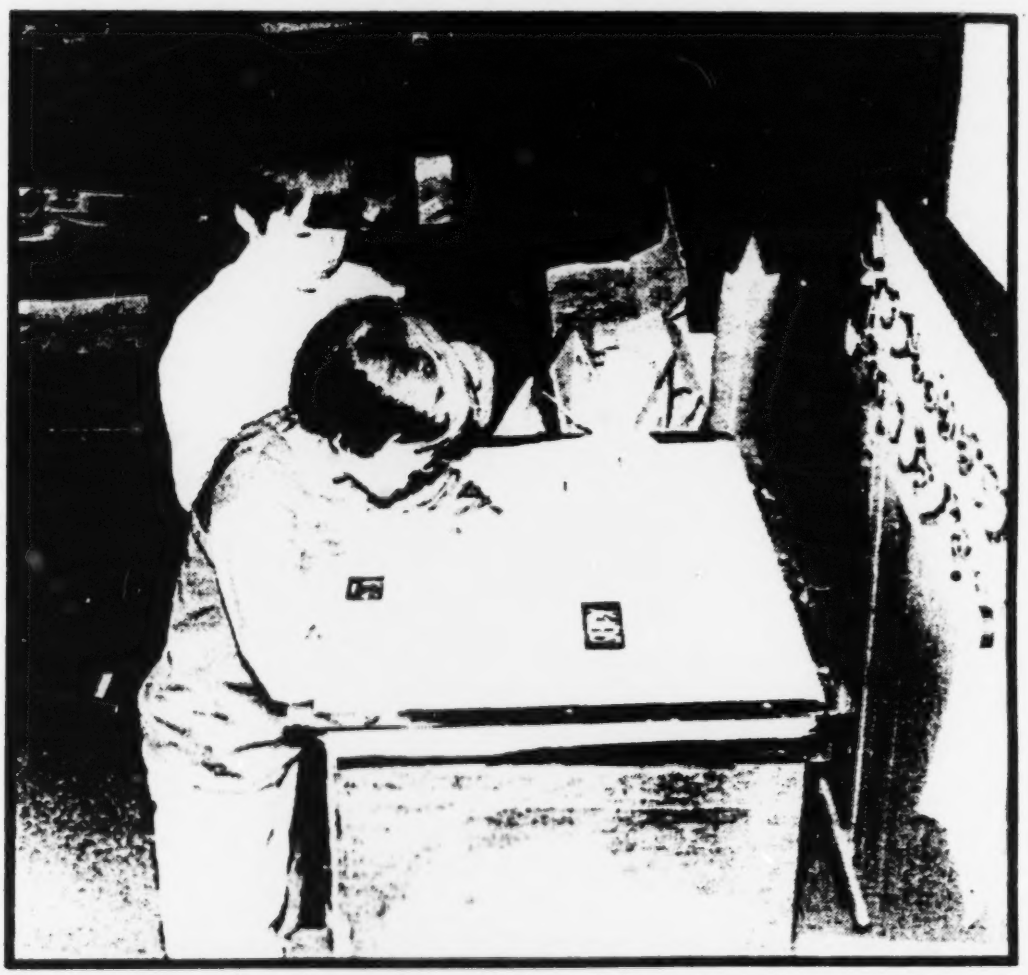
13. Every week, look for any ads that may claim "cures" or "amazing breakthroughs" for diseases or other medical or cosmetic problems. Discuss these ads in class and the persuasion techniques used to hook people into purchasing the product or service offered.

14. Clip stories telling of the work and problems of local health agencies and services, or of agencies having health responsibilities along with other duties.

15. Look for other health related stories. Possible topics: hospitals, immunization and contamination, water purification, diet and nutrition, alcohol and other drugs, cigarettes.

16. Study each story reporting an accident. Can you determine the probable cause of the accident? Could the accident have been avoided? If someone was injured, and this is usually the case if the accident is the subject of a news story, could the injury have been avoided?

17. Notice the health aids listed in advertisments. Discuss their use and probable worth.



Sixth-graders Kent Lawnsby and Kent Johnson work on paste up at the Lamoni (IA) *Chronicle*.

BEST COPY AVAILABLE

National Newspaper Association
National Newspaper Foundation
1627 K St., N.W.
Suite 400
Washington, DC 20006
(202) 466-7200

For more information, contact:

American Newspaper Publishers Association Foundation
The Newspaper Center
Box 17407
Dulles International Airport
Washington, DC 20041
(703) 620-9500